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# CD 665 Curriculum Theory, Development, and Selection

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## **First Draft – Check Later for Revisions**

**Asbury Theological Seminary**  
Wilmore, KY 40390

### **CD665 CURRICULUM THEORY, DEVELOPMENT, AND SELECTION**

**Professor: Dr. Miriam Olver**

**Syllabus—Three Hours Credit  
June 2-18, 2004**

**An open letter to students:** Greetings from Hoosierland!! As most of you will immediately realize, I am an adjunct faculty member at Asbury Theological Seminary scene. I have worked in curriculum resource development for my denomination and am a writing specialist (my Ph.D. is in rhetoric and composition) and have been teaching at Purdue University for the past several years. I'm used to a large secular campus where we have to put as much as possible "in cement" upfront—so I hope that you won't be offended by the detail I've spelled out in the syllabus. The following syllabus may be somewhat longer than what you are used to! Other hindrances include that I'm not available on campus at ATS in case there are questions, and I admit that I have been trying to imagine what people might need to know. My email addresses at Purdue and at home are listed below, and if you have questions, please feel free to contact me there—just put the code for this course (CD665) in the subject line.

I do hope you will take this course, and I'm looking forward very much to this exciting opportunity to get acquainted with you, and to allow my rhetorical training to interact professionally with my interests in Wesleyan theology and Christian education. And I promise that I will be open to any negotiations that may be necessary to make this a "do-able" (though appropriately rigorous) course!!

#### **COURSE INFORMATION**

<b>Adjunct faculty</b>	Miriam Olver, PhD
<b>Location</b>	TBA
<b>Class Meeting times</b>	Wednesday, June 2—Friday, June 18, 2004, morning sessions 8:30 a.m.-noon with a mid-morning break—see tentative daily calendar beginning on page 6 for specifics
<b>E-Mail and Pre-session Questions</b>	For pre-session questions, send email to <a href="mailto:olver@purdue.edu">olver@purdue.edu</a> or <a href="mailto:molver3@comcast.net">molver3@comcast.net</a> ; for quickest response put the code for this course (CD665) in the subject line. If you prefer to call, my number is 317-298-9883 (leave a voice mail if I don't pick up).

## **COURSE DESCRIPTION**

Explores the process of curriculum development and design, and principles for selecting curriculum to meet the needs of learners and of the church. Includes systematic evaluation of available curricula and development of criteria for curriculum selection for a comprehensive ministry in the local church.

## **COURSE OBJECTIVES**

Students who complete the course with basic competency will:

1. Examine the role of the faith community as curriculum for faith development, and as a discourse community for disseminating that faith.
2. Work with the elements important in curriculum design, such as learning theory and age-level characteristics (audience considerations e.g. what is being presented and for whom).
3. Continue to formulate and refine a *philosophy of education* and *understanding of human learning and formation*. These perspectives will be reflected in the curriculum that is developed.
4. Clearly articulate educational objectives for curriculum, with emphasis on both the cognitive and affective domains to understand the learning tasks involved in Christian discipleship and to identify the priority, high level objectives which must permeate the life of the church if they are to be accomplished.
5. Discover an appreciation for and ability to interrogate the ways in which curriculum texts “work” (especially in terms of 3 critical interacting elements: Wesleyan theology, learning theory, and discourse community issues).
6. Design and write curriculum materials which
  - Are appropriate for a particular age group of learners (i.e. their needs, interests, and developmental capabilities—with at least a passing reference to certain other selected audience considerations)
  - Reflect the valuing of affective learning and awareness that life in the community of faith constitutes a context of learning.
  - Make possible the accomplishing of specified cognitive, affective, and behavioral objectives.
  - Implement an instructional model that enhances the learning of persons with varied learning style preferences.
7. Build on existing facility in writing to acquire a new skill level, especially in considering particular audiences.
8. Evaluate Christian education curriculum, critiquing the educational philosophy encouraged by the materials, their learner-appropriateness (given a particular learner’s context and situation), teacher usability, and doctrinal soundness.
9. Develop skills for helping lay volunteers to select and effectively use curriculum.
10. Be aware of vocational and avocational opportunities in the field of curriculum development.

## **COURSE ASSIGNMENTS**

### **Reading**

Harris, Maria. (1989). *Fashion Me A People: Curriculum in the Church*.  
Louisville, KY: Westminster/John Knox Press.

LeFever, Marlene D. (1995). *Learning Styles: Reaching Everyone God Gave  
You to Teach*. Colorado Springs, CO: David C. Cook Publishing Co.

McCarthy, Bernice. (2000). *About Teaching: 4MAT® in the Classroom*.  
Wauconda, IL: About Learning, Incorporated.

Gronlund, Norman. *Educational Objectives*

Wimberly, Anne Streaty (1994) *Soul Stories: African American Christian  
Education*.

Course Packet—see First Call course link to pdf files

An additional 300 pages of library research on teaching methodology, learners, and other related issues to assist in the curriculum writing project.

Invest time in the Christian Ministries Resource Center of the King Curriculum Lab (lower level of the Kinlaw Library), reviewing curriculum resources for ideas. Time required to be designated later.

### **Writing about Reading**

After securing the texts, read them carefully, making notes, underlining or highlighting, and writing in the margins as you go. Each text will be featured in a particular session-long discussion that will begin with a 10 to 15-minute in-class writing using questions such as the following:

- *Question* and/or *challenge* what the text writer claims
- *Discuss* and *describe* how the text's content can be applied with benefit in a current or past personal ministry situation
- *Interpret* (or *apply*) what the writer is presenting for a different situation (e.g. secular concepts used in a discipleship setting, different theological position, different target audience of another ethnicity, economic class, gender, size church)
- Having read \_\_\_\_\_ (text), how would you now like to *build on* (i.e. *go beyond*) what the author is calling for? If someone said to you, "I've read this—now what?" how would you answer this person?

### **Projects:**

There are two major projects for this course, which are described below.

#### **Project 1: Evaluating Church Curriculum**

Examine **one quarter's** (10-13 sessions) worth of Christian educational materials for **one age level** from **two publishers**. Secure sets from the publisher for the same type of learning activity (i.e. Sunday school, small, group) so we can compare them. One publisher should be your denominational resource (if your denomination has approved curriculum materials). If you have already done a project like this for another course, be sure to choose

publishers, age levels, and settings not used before.

These materials will be evaluated using the *Curriculum Evaluation: Measuring the Material* (1988) tool (Will be available in the CD665 Icon on First Class Client), a list of criteria that will be developed through class discussion, and your notes on course required readings. After making notes about your evaluation of the materials, you will prepare a brief presentation to share your findings with the rest of the class. Several worksheets and a 20-30 minute conference with the instructor will guide you through the processes of this project. This assignment addresses objectives #1, 2, 4, 5, 8, and 9.

### **Grading criteria:**

Successful work will demonstrate in both the notes and the presentation

1. A grasp of important biblical/theological issues
2. Identification of key educational concerns
3. Significance of the learner in terms of age-level characteristics and needs
4. Insights in terms of the teacher's needs

### **Project 2: Writing a Curriculum Resource**

Design and write a four-session unit of curriculum materials for the age-level of your choice which accomplishes course objectives # 2, 3, 4, 5, 6, 7, and 8. The final version should be as close to demonstrating all the elements one would want to see in published materials designed for the intended audience as you can do through word processing.

In this project, we follow several writing process steps. First, make selection decisions and do some pre-writing in class. Some second step chunks of text will almost undoubtedly end up in your draft, so using the facilities of word processing will save time. The third phase is the task of actually drafting—beginning to pin things down on paper, fleshing out the ideas you have been sketching. The next phase would ordinarily be field testing, but since there isn't time to actually try out the lessons you write in an actual situation, we will draw on the benefits of peer review and conferencing instead, after which you will have an opportunity to revise and finalize your text. Do proofreading at this final stage.

### **Grading criteria:**

Final versions of this project will be graded based on the following criteria:

1. Appropriate themes and topics for the age-level and target student audience
2. Clear and significant objectives
3. Session plans that are adequate for accomplishing the objectives
4. Appropriate scope and sequence in the unit
5. Implementation of an effective learning model
6. Effective and creative use of pedagogical methodologies
7. Clear and adequately developed teacher guidance material
8. Significant and workable suggestions for facilitating affective and relational aspects of the learning experiences

## Before Course Begins

<b>Reading</b>	Before the course begins you will need to have read the following text because we will begin discussing it right away: Harris, Maria. (1989). <i>Fashion Me A People: Curriculum in the Church</i> . Louisville, KY: Westminster/John Knox Press.
<b>Project 1 preparation</b>	<u>Secure a copy of materials to evaluate.</u> A list of publishers will be posted in the CD665 Icon. Call the 800 number and ask for examination copies, or go to the publishers' websites, or check materials out from the Christian Ministries Resource Center in the King Curriculum Lab (lower level of the Kinlaw Library). Some people may have access to materials through their local church. Remember: <b>one quarter's</b> worth of Christian educational materials for <b>one age level program</b> (i.e. Sunday school) from <b>two publishers</b> .
<b>Project 2 preparation</b>	Choose a target group of students for whom you will design the curriculum writing project (this could be related to a real teaching situation you are now involved in, where you could actually use what you develop). Next, prepare a list of age-level characteristics of these same students; include citations to explain where you found the information in case you need it later. You can draw on information from other courses you've had, as well as observations and experiences. Prepare an annotated list of teaching methods; be sure to include citations for these also; you may need them later. Indicate which age levels each method might be appropriate for. <b>It is expected that you will invest approximately 5 hours in doing this pre-class assignment.</b>
<b>Sample lesson</b>	Think of a particular student-audience (could be the same one as above) and decide what and how you would like to teach this group if you had 30 minutes with them. Prepare brief outline-notes (not more than 1 page) of your teaching plan and bring these notes to the first class session.

## Course Grading:

Writing about Reading	10%
Curriculum evaluation project	30%
Curriculum writing project	50%
Attendance, participation in discussions, etc.	10%
Total	100%

## COURSE SPECIFICATIONS

### Required materials

- ♦ A laptop computer to work with in class—if at all possible.
- ♦ 3 high density 3.5" computer disks—to keep research output, course materials, planning work, drafts of papers and backups, to facilitate sharing work with

peers, and to turn in work to the instructor.

- ◆ You will also want to bring your Bible with you to class. We won't use it every day, but we will turn to it often. Version doesn't matter—actually I'd prefer a variety.

### **Course Policies**

- ◆ Class attendance is required.
- ◆ Conferences with the instructor of 20-minutes during the drafting process of project 1, and 45-60 minutes during project 2 are required.
- ◆ All written work for this course must use a type font of not less than 12 points (approximately the same as this document) in either Times Roman or Century Schoolbook (used in this document), either 1.5 or double-spaced, and with margins on all four sides of one inch (and no more nor less) in MS Word. Please turn in everything on disk and in hard copy in case the contents of a disk cannot be accessed for evaluation by the instructor.
- ◆ Any needed adjustment to these expectations must be negotiated with the professor in advance; failure to meet expectations can adversely affect the course grade.

### **Procedures:**

**Pedagogy** One of the teaching methods I will be using is called conferencing, a pedagogy which I have found extremely useful in helping students to improve the quality of their work. The purpose of a conference is to address the questions and contexts of individual students. When you are scheduled for a conference, bring your draft and come prepared to ask questions about anything you aren't sure of, problems in writing, and anything else you can use some extra help with or would like to discuss further. Conferences will be scheduled outside of class time at your convenience.

## **TENTATIVE DAILY SCHEDULE**

<b>Day</b> 8:30 a.m. – noon	<b>In class</b>	<b>Before next class</b>
<b>Wednesday</b> 6/2/04	Introduction, overview, definitions. Discuss sample lesson notes. <b>Due:</b> Project 1 and 2 preparation work	Access the online course packet and read <i>Curriculum Evaluation: Measuring the Material</i> . (1983). Department of Christian Education, The Evangelical Covenant Church.
<b>Thursday</b> 6/3/04	History of CE Curriculum; Basic Beliefs about Teaching and Learning <b>Writing about Reading</b> —Harris	<b>Project 1:</b> Write a 1-2 page description of each of the materials you are examining. Be sure to include the documentation (editors/writers, title, publisher, dates). Due next class.

<b>Friday</b> 6/4/04	<p>Congregations as Learning Communities, Teaching-Caring-Ministering-Discoursing Communities (Harris)</p> <p><b>In class:</b> write 1-2 pages describing the group of students for whom you plan to write project 2.</p> <p><b>Due:</b> Project 1 written description of materials</p>	<p><b>Project 1:</b> based on class discussions, the Curriculum Evaluation: Measuring the Material tool, and readings, write notes evaluating the two sets of materials (due Thursday at conference time).</p> <p><b>Project 2:</b> Make theme and topic choices (both unit and for each of the four lessons); pick out potential Scripture verses (due next class)</p>
<b>Tuesday</b> 6/8/04	<p><b>Writing about Reading</b>—McCarthy Curriculum Design</p> <p>Jesus' teaching styles</p> <p>Develop class curriculum evaluation criteria</p> <p>Discuss preparation for sharing curriculum evaluation with class</p> <p><b>Due:</b> preparatory notes for Project 2</p>	Project 1 (notes and rough form of evaluation presentation due at conference time)
<b>Wednesday</b> 6/9/04	<p><b>Writing about Reading</b>—LeFever Scope and Sequence</p> <p><b>Due:</b> Project 1 notes and rough presentation (PowerPoint or alternative)</p>	<p>Conferences on Project 1</p> <p>Make notes about Project 2 scope and sequence</p>
<b>Thursday</b> 6/10/04	<p><b>Writing about Reading</b>—Gronlund Objectives: cognitive, affective, behavioral</p>	Make notes on affective, cognitive, and behavioral objectives choices for Project 2
<b>Friday</b> 6/11/04	<p><b>Writing about Reading</b>—Wimberly Learning Styles</p> <p>Writing Issues in Writing Curriculum</p> <p><b>Due:</b> notes on objectives for Project 2</p>	<p>Complete work for Project 1 presentation (due Tuesday)</p> <p>Make final Bible passage choices for Project 2—write notes about what you think the Scripture is saying to the target students and to the teacher. Begin drafting chunks of text for Project 2</p>
<b>Tuesday</b> 6/15/04	<p>Teaching Methods</p> <p><b>Due:</b> Project 1 presentations</p>	Choose teaching methods to implement in Project 2. Continue drafting chunks.
<b>Wednesday</b> 6/16/04	<p>The Teacher: Audience in Curriculum Writing</p> <p><b>Due:</b> Project 2 Bible passages notes</p>	Continue drafting chunks of project 2.
<b>Thursday</b> 6/17/04	<p>Looking at Curriculum from the Student's perspective: the Hidden Curriculum</p>	Continue drafting Project 2 (rough draft due for peer review on Tuesday)
<b>Friday</b> 6/18/04	Peer Review of Project 2	Conferences on project 2
<b>Tuesday</b> 6/22/04	<b>Final version of curriculum writing project due by noon on Tuesday, June 22, 2004 in both hard copy and</b>	



	<b>electronic forms.</b>	
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